

Measuring Quality in Afterschool Programs

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Agenda, part i

- Welcome
- Icebreaker (Mill to the music, movie quotes)
- Review agenda (We are here!)
- Success is ...
- Quality is...
- Quality? The good, the bad, the ugly

Agenda, part ii

- Critical Ideas
 - Assess-plan-improve cycle
 - Assessment: the 5-minute university in 4 courses)
 - Safe environment
 - Supportive environment
 - Interaction
 - Engagement

Agenda, part iii

- Application: CYPQ
- Measuring quality with (YPQA) Form A
- Closing reflection – red light, yellow light, green light
- Adjourn

Quality is ...

... the customer's perception of the value of the supplier's work output.

... the public's (students, families, community, and or funders) perception of the value of the educator's output.

Quality is ...

- ... fundamentally relational. It is a function of the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs
- ... the 21CCLC quality standards are in the federal statute

Title IV, Part B (21CCLC) says we must

- Provide opportunities for academic enrichment, including providing tutorial services to help students (particularly students in high-poverty areas and those who attend low-performing schools) meet State and local student performance standards in core academic subjects such as reading and mathematics;

Title IV, Part B (21CCLC) says we must

- Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and

Title IV, Part B (21CCLC) says we must

- offer families of students served by community learning centers opportunities for literacy and related educational development

Positive youth development might include

- Promotes bonding
- Fosters resilience
- Promotes social competence
- Promotes emotional competence
- Promotes cognitive competence
- Promotes behavioral competence
- Promotes moral competence
- Fosters self-determination
- Fosters spirituality
- Fosters self-efficacy
- Fosters clear and positive identity
- Fosters belief in the future
- Provides recognition for positive behavior
- Provides opportunities for prosocial involvement
- Fosters prosocial norms.

Source: Catalano, et al., POSITIVE YOUTH DEVELOPMENT IN THE UNITED STATES: Research Findings on Evaluations of Positive Youth Development Programs, Social Development Research Group, University of Washington, School of Social Work , Seattle, Washington November 13, 1998

Quality indicators for this session

- Refer to the rotational brainstorm output
- Refer to sample items from YPQA Form A

Closing reflection

- Red light (things we should stop doing),
- Yellow light (things we should be cautious about),
- Green light (things we should do)